jack kelly - reflections

The Martlet

Volume 14 Number 18 January 23

These kids could die: new pool unsafe

The new swimming pool in the McKinnon Complex doesn't have the basic life saving equipment, it doesn't even have a first aid kit. That's right, there isn't even a first aid kit in the pool area. There is a rumour that there is one in the building but there isn't one a lifeguard could get to immediately in case of emergency.

All the other pools in town consider a spine board, oxygen therapy unit (a resuscitator), and a stretcher neccessities. The UVic pool doesn't have any of these.

If you hurt your back diving and have a heart attack as a result of the shock, the lifeguard would have to drag you out of the pool by hauling you up over the side and risk permanently injuring you in order to save your life; because there isn't a spine board to strap you to.

If you have heart failure or drown, the lifeguard will have to resort to mouth to mouth because he hasn't got an oxygen therapy unit, a more efficient way of reviving you.

They don't even have a stretcher to carry you out on.

Apperently the rationale for not getting the equipment is that the ambulance is only a minute away, at the new Saanich Fire hall, just off campus at McKenzie and Gordon Head. This is great unless the ambulance happens to be out on another call.

Don't be too worried though, they do have two reaching poles, never mind the gashes you'd get from jagged wing nuts sticking out of one of them.

None of the other pools in town are run without this equipment. They don't think it's safe, how safe do you think it is?

The lifeguards at the pool are all competent, they are just under equipped. They are all under paid too. The lifeguards originally were told they would be paid $3.82. They're only getting $3.62. They are the lowest paid people in the building, inspite of the fact that they have the most responsibility and they are the most highly trained. The gym attendents, who check the sports equipment in and out get $4.75 and the swimming instructors get $6.00. Most of the lifeguards are trained swimming instructors as well as holding life saving tickets. Swimming instructors and lifeguards at the Gordon Head pool are paid the same, while guards at the Crystal are paid more than instructors. If it isn't safe to have underequipped lifeguards, think how unsafe it is to have underequipped, under paid and unhappy life guards.

Education students Demand changes

The diploma year students who have been writing letters to the Martlet for the past few weeks commenting on the state of the Diploma Year program and the Faculty of Education, are meeting today, Thursday at 4:00 o'clock with the Education dean, George Pederson.

A committee made up of students from the two 406 courses, that all diploma year students take, are taking in a list of demands for the restructuring of the program.

The Diploma Year students have taken a BA or BSc and are taking a one year course in Education which is supposed to equip them with the skills to teach.

The students claim the courses they are taking now are irrelavant and inadequate. They want more emphasis on methods courses. They feel they aren't being properly equipped to face a classroom because in spite of their academic knowledge they don't have the skills they need to teach. They want the Diploma Year program to revolve around seminars, simulated teaching exercises and discussion of the practical application of teaching skills. They want to consolidate some of the present courses and cut down on the size of the classes. They also want to throw out courses that aren't relevant to actually going out and teaching.

In addition to their demands for reform of the Diploma Year program they want some sort of financial assistance when they are out on their practicum, a statement from the Faculty of Education on what they think the goals of the Diploma Year program are and faculty evaluation by the same means student teachers are evaluated.

The Diploma Year students also want a hand in a proposed questionaire the Education Faculty is planning to find out what changes students want.

photo by john thompson

UBC frosh fail literacy test

The University of British Columbia has released the results of a Christmas exam to determine whether first-year students have an acceptable level of English writing skills and 38.5 percent failed.

The test was part of a study initiated at the University of Victoria in 1970 when concern began to be voiced that more and more students coming to university seemed to lack basic language skills.

UVic English department head, David Jeffrey told the Martlet that there had been general complaints from parents, university professors and students themselves, as well as from the employers of high school and university graduates.

Jeffrey said that students were coming to university and finding they couldn't read the books.

In 1970 UVic instituted a qualifying examination and a remedial program. UVic was the first BC university to initiate a testing program and has been working with UBC and Simon Fraser University as well as with the Department of Education and the Education faculties.

Jeffrey was not willing to release the results of the tests carried out at UVic so far but he did say that the results were "Embarrassing".

He said it was frustrating to see bright students having problems because they couldn't read the books. The schools, he contended aren't teaching literacy. They substitute live media and conversation for reading and writing so the students don't have a command of the language and don't learn to think things out. This, Jeffrey said affects not only English but all the other courses.

Jeffrey wouldn't blame the school teachers. He said it is a problem that everyone has to address themselves to. The university will have to continue to teach remedial courses but should also be looking at the greater problem, none of us have done a good enough job so now we'll have to go to work on it from Kindergarten right through to university.

Jeffrey said part of the problem was that teachers have been affected by McLuhanites too much and that has been a cop out. He also said there has been a lack of direction from the Department of Education.

Jeffrey said a Seminar was planned for March which would include representatives of UVic, UBC, SFU, the junior colleges, school teachers, and the Department of Education. He hoped that they could come up with some solutions.

The only solution the Department of Education has come up with so far is to institute a qualifying exam for scholarship students. If they don't pass this exam, which tests basic literacy and language skills, the students aren't allowed to write for scholarship. Only 75 per cent of the students pass the exam.

Although the results of the tests UVic is running aren't available yet, first year students are still failing the English qualifying exam at the rate of 20 to 25 percent.

UBC English head, Robert Jordan, said the results of the UBC tests show that BC schools aren't doing an adequate job of teaching students how to write. The exam the UBC students took will be given again in April and if the students who failed it the first time fail it again they will fail their English course.

Jordan charged that high schools have exchanged roles with university, and that they are teaching more advanced literary courses appropriate to the university and leaving the university to teach grammar and composition.

Stephanie Parker's second letter

Dear Sir:

My deepest and most sincere thanks are extended to all of those individuals who took the time to express their feelings about the Faculty of Education in response to the critique I delivered a while back. I cannot begin to tell you how delighted I was to discover that some people are still alive and kicking, and genuinely concerned about that which is so very vital to all of us: education. For, without a sound and democratic system of education at all levels, how can we ever hope to combat ignorance? I want to thank all of those, who responded, by putting into words that which I had neglected to do.

I would especially like to express my gratitude to Brian J. Doyle for what I considered to be a most heart-warming letter. I believe that his desire to direct his energies towards change within the system will produce the desired results, provided that he receives enough support from his comrades. Brian's advice is realistic and accurate.

One student, who asked that his name not be printed, mentioned that some students had suggested a general strike. In my mind strikes are the results of directionless panic. A strike at this point would not only alienate you from the faculty, but would likely kill any chance of effecting changes. In Doyle's words, you must, "Finger your profs in class, demand relevance from them." If you consider something to be wrong, speak up! And do so in groups. There is nothing more frustrating than for a student to "go it alone." Above all, direct your energies toward a concrete and tangible goal. Eventually you will enjoy the same rewards that I have experienced regarding the response I received.

I am very interested in meeting with the Dean again. While I am working full time now, I will make the effort to take time off to participate in a discussion. Allow me to say that my sincerest hope at this point is that the Dean and his assistants will receive professional year students in a relaxed atmosphere that is void of fear. In addition to this, I encourage Diploma Students to be no longer afraid to speak out. I know that Education students desire changes. I also believe that Dean Pederson and a few of his faculty desire changes as well. Only time will tell whether or not the Faculty of Education is concerned enough to put its words into action. Get involved everybody! Your indifference is your worst enemy right now.

Again, thank you for your interest and concern.

Sincerely,
Stephanie Parker

Bremer slams Dailly over firing

Deposed BC Education Commissioner, John Bremer, called the firing of Stanley B. Knight, head of the Research and Development Division of the Department of Education, "shameful and irresponsible."

He charged that Education minister Eileen Dailly doesn't want to be responsible for the dismal failure of the Education Department.

"I don't know how any professional could come to this province and work in education," Bremer stated. "Knight's firing could only be the result of politics. Dailly is seeking someone else to blame because nothing is being done to reform education in B.C."

Bremer, who was himself fired by Barrett almost a year ago, said the NDP must be ashamed of the total absence of education and they should be politically concerned about the impact of this on the election which Bremer thinks Barrett will call this spring.

"What must concern all of us is what's happening to half a million students and half a billion dollars; what I propose is that after Barrett has dismissed Dailly, he set up a multi-party group to restructure education along the lines I've already proposed."

Bremer said that it is clear that education cannot continue to be a purely political concern.

Bremer is still unemployed after being fired from the post of Education Commissioner. He has been invited by the Loyola Students Association to become a "teaching laureate" at Concordia University of which Loyola College is a part. Bremer delivered a convocation address there last October. He said he had been invited to come and speak to the Learning and Development Committee there but had not received any job offers. He said he was flattered by the statement by the LSA co-president Erwin Katsof, and said he admired the Loyola students' courage and interest in the university and in reforming the university.

Bremer did not rule out the possibility that he would accept a job there if one was offered. He said he was always interested in institutional change and he'd be happy to meet with the Loyola students again. He said he would be at Loyola early February, possibly the 7th, but it had not yet been confirmed.

Censure lifted!

January 23, 1975

Faculty and
Administrative and Academic-Professional Staff
University of Victoria

Dear Colleague:

I am pleased to inform you that recent discussions with the Canadian Assciation of University Teachers (CAUT) are coming to a successful conclusion, and that the President of CAUT, Professor Richard Spencer, will recommend to the May meeting of the CAUT Council that the censure against the University of Victoria be lifted.

This recommendation has also been endorsed by the Chairman of CAUT's academic freedom and tenure committee, Professor Jim Stevens and by the association's executive secretary, Dr. Donald Savage.

The University will contribute $12,400 to a trust fund to be established jointly by CAUT and the University to assist those individuals whose academic careers may have been damaged during the controversy at the University in 1970-71.

An official announcement of this cooperative settlement will be made jointly by the University and the executive of the CAUT at 11:00 a.m. this morning, but I was anxious that you should know about this development as soon as possible.

Yours sincerely,

H.E. Petch
President

Editorial comment

Set limits now

The Faculty of Education is already demanding that it be established that they have control over the McKinnon Complex.

In fact, they made this demand even before the complex was opened. Concern was expressed at the December 4th meeting of the Senate that arrangements for use of the complex not jeopardize the development of large physical education and health education programs. This means that the Faculty of Education is already planning to expand to fill all the new space and use all the new facilities. This is great but we should become concerned when they demand full control.

There should be some checks and balances so that the Faculty of Education doesn't expand at the expense of the rest of the student body. There should be some agreement made now that recreational time in the facilities will not fall below a certain minimum and allow the Faculty of Education to expand its programs only up to that point.

The way it is set up now, with the understanding being that the Faculty of Education has priority, they could expand to the point where there would be no free time for students, faculty and staff. Intramurals would get only inconvenient times, meanwhile Education and the Varsity teams take over.

We don't mean to suggest that the Faculty of Education not be allowed to develop comprehensive physical and health education programs but simply that we set some limits now.

Opinion

Conservative defense critic

By: A. Dean Cloutier

Conservative Member of Parliament Allan McKinnon spoke on campus last week, ostensibly about defense in Canada. He was billed by the university Conservatives as ready to criticize the present Liberal defense policies and present alternative conservative designs.

McKinnon began with basic information and for the most part, ended in exactly the same way, listing a number of completely irrelevant facts which everyone was familiar with. He started by pointing out that Canada spends two and a half billion dollars on defense annually and for this reason alone everyone should be keen on current defense policies.

McKinnon criticized Defense Minister Richardson's three month old statement, that over the next several years the Armed Forces will be receiving an annual 7 percent budget increase. He mocked Richardson's proposal as unrealistic and useless, bearing in mind he said, that the country is running at about 12 percent inflation.

His next cut at the Liberal government was an attack on defense inconsistancy, citing the case when; in September 1974, General J.A. Dextraze Chief of the Defense Staff, told the Armed Forces, there would be no personnel reductions, and then low-and-behold, in October, 1974, Richardson announced publicly that there would be personnel cutbacks, to the tune of several thousand men.

McKinnon is concerned that Richardson, indeed the Cabinet, appear to be completely ignoring the recommendations of their military chiefs, especially regarding the feasibility of maintaining present commitments, with the present number of troops.

Moving into his speech McKinnon outlined the four principal priorities for the Defense Dept. at present. The first urgency of course was "sovereignity" over our land and seas, which he of course agreed was a legitimate priority. Second priority he listed as Canada's role as an international Peace Keeping Nation, interested in peace, order and good-will. Our third and fourth committments respectively were NTO and NORAD. He felt there is little we can reduce in the area of NORAD because we are an integral part, but pointed out (as the Liberals have) that reductions can be made in our NATO obligations. McKinnon said we are presently blowing 300 million dollars on NATO each year and that the time has come for a serious review and prefered reduction of our spending in that Alliance.

McKinnon closed his short 22 minute speech with a brief capsule of the foibles at the forefront of each, the Army, Navy and Air Force. The Army it seems, according to McKinnon, is suffering from an advanced case of Armoured Corps Phobia, recommending naturally that the government should resolve the tank question. Everyone of course, felt that they already had, about eight months ago. As for the Navy, he criticized the DDH Program and called for production of vessels which are more multi-purpose than the sub chasing DDH's. In the Air Force he said the two major concerns were replacing the ancient Argus Patrol Plane and phasing out the CF 104 in favour of a newer and more capable aircraft. He finished his talk and answered questions for about 45 minutes.

On the whole and it is on the whole that we must consider these things, McKinnon's speech was boring and uninformative. He did do a lot of criticizing but offered no alternatives, declaring squeamishly, "it is difficult to be a Defense critic, at Defense Planning meetings I don't even have a research assistant and Minister Mr. Richardson has anywhere from 19 to 22 advisors with him, what chance do I have?"

There is no doubt that it was very gracious of Mr. McKinnon to take time out of his busy schedule to speak on campus. He might however have done his homework before coming.

WANTED:
a martlet
editor

submit applications to
Del Laronde,
Publications Director
SUB

Deadline for all applications
Sun Jan 26 7:00 p.m.

Letters

The Letters to the Editor are a vital part of the paper. We actively solicit any comment you might wish to make. Letters can be mailed to us care of The SUB University of Victoria or dropped off at the Martlet offices in the SUB or left in the Martlet mail box in front of the general office in the SUB. They must be signed but we will withhold your name on request. Letters should be typed but we will accept them if we can read them. Please try and have all letters in by Monday noon. All letters become property of the Martlet.

To the Editor
The Martlet

Dear Sir:

Women must not regard men as their antagonists. The general thrust of extreme feminism seems to have been in just this direction, a tragic error for all concerned. The male population is equally victimized by the sexist roles of modern society, and it is only through an understanding of this reality that a true positive start towards people's liberation can be made.

In this light, I wish I could believe that Mr. Butler's ridiculous essay in last week's Martlet was meant as some sort of a joke. With one blow this misguided would-be journalist has betrayed the efforts of sincere and caring men to soften the tone of sexual conflict and to maintain a reasonable and mature dialogue with women. Rape is a sick act perpetrated by sick individuals upon innocents. That's the truth and it's no joke.

Marc MacEwing
712291

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Editor and Readers;

I am somewhat surprised but really pleased to see so many letters against the rape article by male students. I suppose that female writers either felt that replying to the letter was like replying to a fart (nauseating but susceptible to neither reason nor emotion) or else they were speechless from anger or laughter (depending on how much of that crap you've had to take).

One would prefer to laugh, but the fact is from my personal experience, that this attitude that "women want to be raped and it doesn't matter if they don't" is common amongst men in whom lack of education, little intelligence, and all sensitivity combine to form truly distorted human beings.

I would like to dispute the one claim that he makes which some might take seriously--that rape is "natural" because animals do it. Once more human beings degrade animals by attributing to them qualities which are, in fact, human. Animals never rape each other (except perhaps in the unnatural situation of captivity). All animals, except human beings conjugate only at certain times when the females are physically prepared for sex, "in heat" and most involve elaborate courtship rituals on the part of the male in order to persuade the female to accept his advances. Rape is very unnatural, as much so as murder, often excused in the same way, as "uncontrollable passion". I only wish that some hulking 200 pounder who can't control himself rapes Mr. Butler (yes, it happens to men, too although much more rarely). I want to hear him defend that.

Sincerely
L. Robinson.

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Dear Editor:

My first reactions to the rape article were disgust, fear and general depression. Butler's views are an example of the general way men are taught to be. As much as I wish this forceful, macho attitude was not so pervasive, it seems to be.

I recently read **Against Rape**, a book by Andra Medea and Kathleen Thompson who argue that "rape is simply at the end of the continuum of male-aggressive, female-passive patterns" in our society. That statement is an eye-opener. We should pay attention to the way women and men relate. Rape may be natural, or logical, within its social context.

P.S. It was heartening to see the dissenting letters in last week's Martlet. At least some men have the courage to be human.

Romie Casper
Cataloguing Division
McPherson Library

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Dear Sir:

Geoffrey Butler's philosophy of rape as expressed in his article published on January 9th. is disgusting. I strongly recommend that he relive his "psychological fatigue" by suicide, a far nobler activity than rape.

Christine Mullen Santon
Dept. of Anthropology
University of Victoria

Dear Editor:

Rape, as you may know, is very much on the increase. It is one of the more horrendous forms of aggression.

Assuming that the article you printed on rape in your January 9th issue was meant to be satirical, I can tell you that, as far as I am concerned, it failed to achieve that objective. It's a pretty heavy subject now and treating it satirically may not be possible.

If the article was not meant to be satirical and actually reflected the views of the author, all I can say is that his palpable lack of social intelligence is probably the least of his problems.

Sincerely yours,
Eugene Kaellis

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Dear Editor:

I feel that the motion to raise the A.M.S. student fees to $42.00 is unwarranted. Mr. Patterson's reasons for the proposal are not realistic. He says that "the increased revenue would allow UVic's Student Union a degree of flexibility that it does not presently enjoy." What exactly does he mean by "a degree of flexibility?" He has obviously not made this point very clear.

As for the increased revenue, he favours spending it on:

a) Speakers: If Mr. Patterson does not know, speakers are already brought in by other organization such as E.U.S., individual departments, clubs, etc. So why more?

b) Research into student housing: Why, Mr. Patterson? Doesn't the University already have a housing branch to help accommodate students, both on and off campus?

c) Research into courses: What, Mr. Patterson, do you plan to do in this field? Do you want to discover the operation of a bunsen burner? Perhaps the number of mice the biology lab has? Or are you an expert in all courses?

d) Academic Guidebook: A good idea, but it has been tried before, and flopped. Do you, Mr. Patterson, really believe that the administration and professors will cooperate? What professor wants to be known as unpopular, and what professor wants and over-crowded class because of his popularity?

As you say, Mr. Patterson there may be 56 clubs on campus now. However, of all their members, how many actually participate in them? Why should all UVic students pay for what a very small minority uses?

Apart from clubs, S.U.B. maintenance, and wages, where does our money go? We as members have a right to know. I suggest a monthly publication in the Martlet showing expenses and the net revenue. How about it, A.m.S.?

Since I'm griping about A.M.S. matters, why does the union, R.A., or whoever is responsible, choose to have elections, referenda, etc., at a time when a great number of Diploma Program and Education Professional Year students are away from campus on practicum? Do these people not deserve a voice in student affairs? Whoever is responsible, the same happened last term also.

In closing, I wonder if Mr. Patterson is aware that he is asking for a 31¼ percent increase! I sincerely hope that his proposal is completely shot down in flames in the referendum.

Sincerely,
I.M. Acerbity

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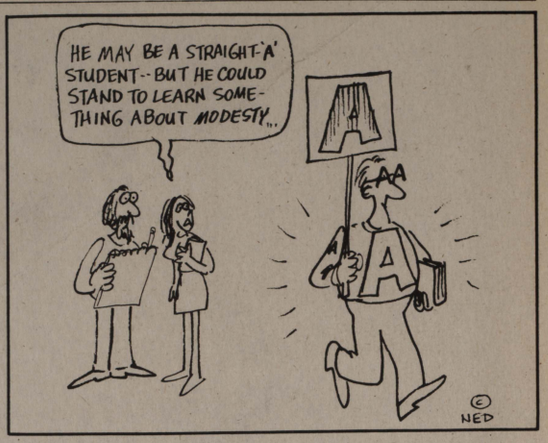
Dear Martlet Editor,

A sense of hope and illumination arises when I read letters like Stephanie Parker's or Rey Carr's (Nov., 1974), or see attempts being made toward educational change. I also feel sad that dissent and discontentment are too often resolved by withdrawal from the university rather than used as instruments toward change. We are forcing aware and concerned people into martyred positions where they either risk their positions in the university by doing what they feel is right; or they choose to leave rather than compromise their ideals. This is happening with students as well as faculty members.

As a student, my time here is limited. I have watched my own concerns deteriorate into passive acceptance since school started in September, and it is letters like Stephanie's and Rey's which reaffirm my need to externalize my frustrations. I see the university as a place where I can satisfy my needs for stimulation, career skills, and personal growth, as well as acquiring a ticket for a career satisfying those same needs. Yet I am making a trade-off. As a student, my goals are met best when I passively follow the rules set by the administration and faculty. Prolonged passivity undermines my ability to take control of my life, and fulfilling my needs becomes secondary to meeting the expectations of the university. And then I wonder what the purpose of the university is.

Is the university serving the students or are the students serving the university? Are we--students--serving time and supporting faculty salaries in recompense for our own future salaries? Or are we learning with a purpose, developing skills toward self-determining behavior, and meeting real needs in the real world. I don't want to do time. I want to be learning, growing, and thinking creatively. I want to be encouraged to set learning goals and I want faculty to help me reach my goals (rather than setting curriculum demands which are not relevant to my goals). Economy and efficiency of learning are important to me. I know where I want to go and I want to take the shortest route there with the least dissipation of energy or focus. I want to begin doing here what I would hope to be doing when I graduate: being aware of dissonance and having the strength and skills to take action for change. I don't want to be threatened into passivity by evaluations. I want to be prepared for responsible action as a growing human being and an adult in a society suffering from the spreading aftermath of passivity.

Marilyn Siegal



forum

... on cinecenta

Dear Sir:

I would like to take this opportunity to comment on several problems which have arisen in the past two months with our Cinecenta film schedule. First, in response to feedback from students, we are adopting a slightly more stringent admission policy on popular nights to give preference to students when there is a possibility that we will sell out and be forced to turn people away.

Heretofore all off-campus guests must be accompanied by a student to ensure admission on the weekends, however this does not apply to the Thursday night International Series or the Hitchcock and Ray mini-series on Sundays which are presently being underattended. Faculty and University staff will continue to receive the university rate and are exempt from this policy. Nevertheless, out of approximately 30 different programs shown on the weekend this fall it was only necessary to turn people away from five, and in the majority of those cases it was only those people who arrived late that were dissappointed.

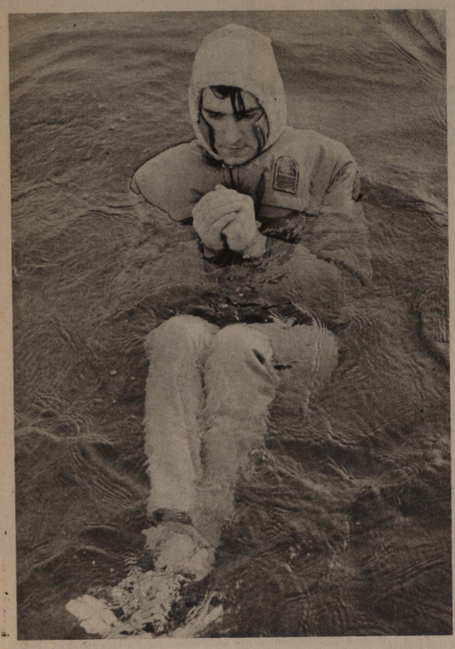
At any other event on campus or in the city it would be unthinkable to arrive as much as half an hour after it had begun and expect (or often virtually demand) a seat. To say that we have little sympathy with latecomers is an understatement as not only do they cause an inconvenience for our ticket staff but also disturb the audience inside who came early and lined up to guarantee their seats. I would therefore recommend that if you are planning to attend a popular film then please come early. We already have to suffer the lack of our own SUB theatre which would allow us the flexibility to add additional shows to accomodate any overflow.

Secondly, I need to explain our predicament that results from the non-arrival of a film, such as **Belle De Jour** on January 9. There are three different types of negligence that may force a film to be cancelled. The first originates from the inefficient and disorganized company that fails to ship the film, or has taken bookings on a new film without actually having received the print from the lab. This problem is compounded by the fact that they always seem to wait until we telephone them before admitting their guilt. The second problem arises from the perennial slowdowns in the transportation industries which may delay a film already in transit. The only recourse to avoid this is to request that the film companies ship the film earlier, but this is not always possible due to heavy booking of some titles. The final and least frequent problem arises from incompetent operators who use the film before us and commit irreparable damage on what is often the only print of a certain film in Canada. The frequency of cancelled films in our program is lower than at many universities, but when it is unavoidable we immediately attempt to arrange a suitable replacement at half the admission charge. Whenever possible we will also redate the film later in the term—in the case of **Belle De Jour** this is not possible as the company cannot yet guarantee us that they have received the print.

Lastly, regarding the eleventh hour cancellation of **Fantasia** due to the bomb scare last Friday, we have already redated it on March 29-30 and will also negotiate another booking within the next two weeks to bring you this fine film as soon as possible. Watch our Martlet ad for details.

We would like to thank our patrons for understanding these and all the other minor mishaps that come with running a film program. Your tremendous response to this year's selection is proof that most of you enjoy attending films in relaxing surroundings at a reasonable price. We are very happy to be able to provide you with the opportunity.

Doug Sprenger
Cinecenta



"Thermofloat" will save lives

Death by exposure is on the way out.

The new UVic thermofloat life-jacket has just recently hit the market and promises to be one of the most important research spin-offs ever produced by this university.

The life-jacket, which superficially resembles the popular Floater Jacket, performs two vital functions for the boater forced to abandon ship. The victim is prevented from drowning by air trapped in the upper portion of the garment. This much protection is provided by many other life-jacket systems, but the most innovative feature of the jacket is its protection against exposure.

Exposure death is caused by excessive body heat loss. A drop of only a few degrees of body temperature affects the central nervous system. The body becomes uncoordinated, the mind sluggish. Unconsiousness and death will occur in one to two hours if this heat loss is not prevented.

Body heat is lost most rapidly from two areas; along the sides of the torso beneath the arms, and from the groin. The design of the new jacket insulates the torso. A special flap, hidden in the rear panel of the coat is easily pulled down, and brought forward between the legs and clipped to the front, much like the beaver-tail of a wet-suit. A special hood, coated with a radar-reflective material covers the head.

Properly used, the jacket can increase your survival time from a few hours to over a day.,

Ample pockets are provided for survival materials such as flares, candy bars, whistles, etc... and a small inflatable ring similar to a beach toy found in any department store can be carried in one of the pockets. Once in the water if the victim can inflate the ring and sit on it he may then be able to survive up to a few days... ample time if any help is going to arrive.

The jacket, now being manufactured in Vancouver, will retail for about $75, a cheap price to pay for your life.

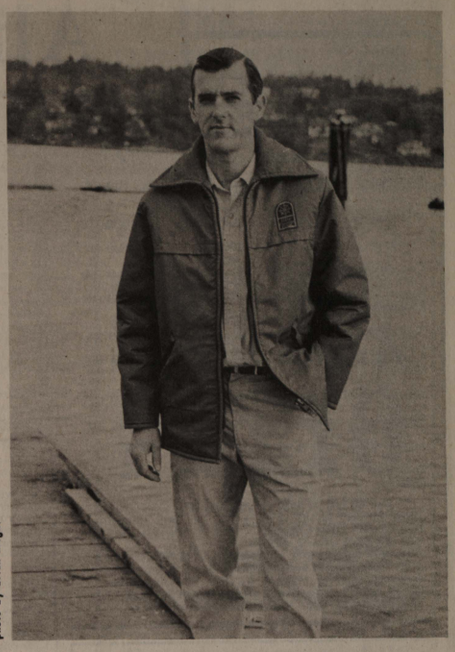


photo by brian mcgill

EDUCATION

"The true purpose of education is to help everyone fulfill himself as an individual"

This paper is the crystalization of some of my thoughts on the organization and administration of schools. It is an essay; but it is also a personal statement. I think that any statement about schools is personal since we are all products, of, as well as observers, of the system. Each of us has undergone different experiences and formed different viewpoints: this is my own.

What is the goal of education? I asked myself this question from a sociological point of view. Stated another way, this could be: What function does the school system perform in a society? In simple terms, schools teach people **how** to think, and give them some **content** for their thoughts. In short, they are the transmitters of the ideology of the society.

It could be argued that schools are not the only transmitters of ideology. Parents and the Media are often cited as other strong forces in the transmission of "knowledge". Parents transmit the same message as the schools, since they are a product of the schools. The Media, however have a much stronger impact idealogically. Schools invite students to reason logically and linearly, whereas media create a feeling or gestalt. Personally, I prefer the second or media approach as my manner of thinking and I suspect that McLuhan is correct when he sees Media as the major force in our civilization today. In any event, Media and schools are pure ideology.

McLuhan prescribes light as pure information. By the same token we may look at schools as pure ideology. (A systematic body of concepts especially about human life and culture—**Webster's New Collegiate Dictionary**). If the medium is the message, when we look at our schools and our attempts to teach children, what is the message?

The message transmitted by schools can be considered completely apart from what is on the Curriculum. The presence of teh organization "school", and the structure of that organization provide meanings of their own to the student. School age (6,15) marks definite transitions in a child's life from infancy to adulthood. The hierarchical-bureaucratic structure creates certain roles and power relationships and defines to some degree how people relate to each other. Attitudes toward authority are carried throughout the rest of a person's life. These are examples of learning directly attributable to the institution "school".

A significant feature of that organization is illustrated by the picture. The caption reads, "The true purpose of education is to help everyone fulfill himself as an individual." This suggests to me that education is goal or product oriented. Words like "purpose" and "fulfill" imply a particular end, the attainment of which requires the expenditure of energy. Teachers and educators often use phrases like, "What will the student be able to do?" when preparing lesson plans. There is a causality implied here which I believe is inherent in the lineal or logical way of looking at things taught in schools. The teacher will do something which will cause the student to make a certain response. The teacher essentially turns out a product who is able to do something for someone.

Some writers have used the analogy "educational factories" to imply a relationship between schools and factories which, I think, has some validity. Schools, as we know them in the industrial Western world, originated as a result of the Industrial Revolution. Since schools are a child of industrial technology, it seems reasonable to expect that they would adopt some of its ideas. The grading system is one of the ideas which I think has been adapted from industry. The analogy may appear obvious, but the stages of production from raw material to finished product could be likened to grade levels, with examinations serving quality control points. I think that the most serious ramifications of the factory idea occur in the areas of curriculum and standards. Curriculum comes bundled in neat packages with a specific end in mind. There is a definite temptation to set standards at such a level that the majority of students will pass. Failing students is costly both in terms of dollars and human potential. Perhaps one of the greatest mistakes a teacher can make in an "educational factory" is trying to fit a square peg into a round hole. Too often students are required to adapt to the curriculum rather than have the flexibility of learning within a broad framework. All of this in the name of Efficiency.

All students know that they are being educated toward a certain end. Unfortunately, the implications of and specifications for, the finished product have been co-opted from the educational organization "school" by industry. The majority of students feel that the product is the skills necessary in order to get a "job" with its rewards and social privileges. Illich says it well:

Although this quotation illustrates a rather extreme situation, I think it shows quite clearly the power relationship that exists between students and teachers. Students and staff are definitely unequal. This authoritarian relationship, the message of a hierarchy, seems to be in direct contrast to the democratic, and perhaps equalitarian, goals professed by schools.

Hierarchies as institutions create inequalities by their very nature. School in its Western industrial form provides other inequalities of its own. Perhaps the most obvious inequality lies in Tracking or Streaming: students are grouped using scholastic ability as the criterion. In my school this meant that the "brighter" students had the most experienced, perhaps better, teachers. In spite of the democratic ideal that all young people receive a basic education, some are more equal than others.

Scholastic inequality is also shown in opportunities for receiving education. The financial position of a student or a student's family has a lot to do with opportunities for schooling, particularly at the post-secondary level. The more education you have and the more prestigious the institution where you studied, the greater the social entitlements which accrue to an individual.

School as an institution or organization also perpetuates attitudes concerning differences and inequalities of ability between men and women. Principals are usually looked upon as having more authority and power than teachers in a school. The fact that there are more male principals than female principals certainly says something to the student about perceived ability differences and or power relationships (superior-inferior) based on sex. This sexual difference is further exemplified by the structuring of athletic classes and sports leagues into male and female. At the very least this implies a difference in athletic and physical abilities and furthermore invites comparison and ranking of the two sexes.

The hidden curriculum (of school) teaches all children that economically valuable knowledge is the result of professional teaching and that social entitlements depend on that rank achieved in a bureaucratic process.

The part of this idea which is most germane to a discussion of organization concerns the inter-relationships between rank, social entitlements and school bureaucracy. A corollary to what Illich says might be that the number of years of school completed becomes a means to attaining just material and status rewards. Learning becomes something you do **at a school** in order to receive reward. Each grade passed is a measure of accomplishment justly rewarded. (particularly in a "total" school, like a military school). Grade levels correspond with major transitions in a student's life. For example, the end of adolescence and high school graduation are closely linked. At this point, the student has to decide between cashing in his educational chips for a place in the work force (and adulthood) or staying in the game a while longer and parlaying his bet.

The grade system as well as the administration of the organization "school" is hierarchical. What could the student learn about the nature of a hierarchy from being a member of one? What is the message of a hierarchy? The grade system seems to be the focus of hierarchical activity in the schools. I think that this is best exemplified by that peculiar total institution: military school. Each year has certain power, privilege and status relations with all the others, with maximum power and status accruing to the senior year. Although public schools are not so obvious about how they confer status and privilege, these ends seem to be served through grade leves (age) and academic standing. The privileges gained through academic standing can be glimpsed by realizing that high academic standing is the key to promotion and perhaps early certification.

Students quickly learn that hierarchies for the most part have authoritarian rules which must be obeyed. Decisions start at top and come down through the organization. Teachers obviously defer to principals rather than principles, particularly in the area of discipline. Obedience to the rules gives freedom from aversive actions of others. Students learn that choice is acceptable within certain limits defined by age and scholastic level. Deviance, particularly in terms of behavior and mastery of content and style, brings disapproval from those in higher positions in the hierarchy who have been infringed on.

The Art Teacher's most common technique for art instruction was to pass out mimeographed designs and then to have the pupils fill them in according to a dictated or suggested color scheme. An alternate approach was to stick up on the wall or on the blackboard some of the drawings on a particular subject that had been done in the previous years by predominantly white classes...If Stephen began to fiddle around during a lesson, the Art Teacher would generally not notice him at first. When she did, both he and I and the children around him would prepare for trouble,..."give me that! Your paints are all muddy! You've made it a mess...He mixed up all the colors! I don't know why we waste good paper on this child!"

Another, and not quite so obvious an inequality occassioned by the organization "school", lies in the use of language (written or spoken) as the medium of communication. Language and language skills are essential to the action (goal directed) mode of thinking taught in part by the grade organization of schools. The action mode is a phrase coined by Arthur Deikman to describe a state of striving.

...oriented toward achieving personal goals that range from nutrition to defense to obtaining social rewards, plus a variety of symbolic and sensual pleasures, as well as the avoidance of a comparable variety of pain...Sharp perceptual boundaries are matched by sharp conceptual boundaries, for success in acting on the world requires a clear sense of self-object difference.

A person who is more skilled at using words and who is more aware of nuances in meaning is in a better position to do well than one who is not so adept at conceptualization. Since verbal abilities are linked to achievement, it is interesting to look at the ultimate measure of achievement, the Intelligence Quotient.

It should be obvious that IQ Tests do not directly measure innate gene-determined intellectual capacity but do measure current intellectual performance as defined by a particular culture or at least by its psychologists.

It seems obvious then that inequalities attributable to those characteristics of verbal performance which are indisputably relevant to educational and vocational performance (and which are measured by I.Q. tests) will adversely effect some races, social classes, ways of life and income levels. Perhaps the most adverse effect is that some members of our society feel that they are failures, because they have not performed well scholastically and later economically. I think that this failure syndrome with its concomitant inability to have meaningful inter-personal relationships is one of the root causes of the tension, insecurity and perhaps neurosis which the citizens of the U.S. and Canada find themselves in today. The heavy 'White Middle Class' value orientation is plainly seen in an examination of a typical Social Studies text. I tried to teach the beginnings of North American history using a text which made no mention of Indians or Eskimos before the arrivals of Europeans."

What is the overall message which a student learns from being in a hierarchy? This, again, is a personal opinion, but nonetheless valid for being one. I think that this particular type of organization leads to the inescapable conclusion that inequality is inherent in our society, and perhaps, by extension, all forms of social organization. I think it would be fair to say that since inequality is perceived of as being inevitable, most people would agree that it is "alright as long as it doesn't bother me." This selfish point of view, indeed the whole competitive ethic exemplified by the grade system seem to be out of place in today's crisis-torn world. Democracy is generally construed to be a means to self-improvement and a channel to personal gain; the ballot is a lever with which to gain a real or fancied advantage. If we are ever going to have responsible democracy, we will have to change the structure and goals of schools.

The bureaucratic organization of schools stimulates the learning of certain organizational role-plays which are often carried throughout the rest of one's life. Roles directly related to organizational structure tend to be of a superior-inferior type. Two examples of these role-sets are student-teacher and youth-adult. Adults know best what youth needs to know and so set the organizational goals. Except in a few "free" or "alternate" schools (i.e. Summerhill's Saturday night meetings), students no real say about what is happening to them. They are indeed seen, but not heard.

It is interesting to take a closer look at some of the facets of the youth-adult role set. Youth and adult are different: Youth learns, Adult produces. Youth is intrinsically inferior in a product-oriented industrial society because of its non-productive nature. It is somewhat of an enigma then to realize that school produces or at least encourages, prolonged adolescence and dependence. A young person is not thought of as being able to stand on their own until their basic education is finished at the end of grade 12. A disturbing note is added by Shane:

cont'd on 5

Alma Mater Society

The following office hours will be in effect until February 28 for the following A.M.S. Executive Members.

Position	Name	Time	Place
President	Kirk Patterson	Tues. 11:30 - 12:30 Wed. 1:30 - 2:30 Thurs. 2:30 - 3:30	SUB 107
Vice-President	Allyster Norman	Thurs. 10:30 - 11:30	SUB 111
Treasurer	Stephen Koerner	Mon-Fri. 10:30 - 11:30	SUB 111
Communications	Tony Gardner	Mon. & Wed. 11:30 - 12:30	SUB 111
Campus Development	Clayton Shold	Mon. 11:30-12:30 Thurs. 10:30 - 11:30	SUB 102
Clubs Director	David Buchan	Tues. & Thurs. 1:30-2:30	SUB 102
Academic Affairs	Alistair Palmer	Mon. & Wed. 1:30 - 2:30	SUB 102
Activities	Chuck Dilba	Wed. & Thurs. 12:30 - 1:30	SUB 102
Publications	Del Laronde	Thurs. 12:30 - 1:30	SUB 102
Intramural	Tony Beeftinck	Tues. 11:30 - 12:30	P Hut
Extramural Athletics	Bud Lindquist	Tues. & Thurs. 4:30 - 11:00 p.m.	New Gym

IF THE ABOVE OFFICE HOURS ARE NOT CONVENIENT THEN PLEASE LEAVE A NOTE AT THE SUB GENERAL OFFICE FOR THE PERSON YOU WISH TO CONTACT AND A BETTER TIME CAN BE ARRANGED.

IF YOU HAVE ANY COMMENTS, SUGGESTIONS OR QUESTIONS THEN PLEASE COME AND TALK TO US. WE ARE WORKING FOR YOU-WE ARE TRYING TO EFFECTIVELY SERVE AND REPRESENT YOU. TO DO SO EFFECTIVELY WE NEED TO KNOW WHAT YOU THINK AND WANT.

One more time...

Once again it's A.M.S. election time and once again I'm asking for your support. This election is the first to be held under the new Constitution approved last term and I believe it will herald the beginning of a more effective, more responsive Alma Mater Society. At these elections, to be held on February 10, all 22 members of the new Representative Assembly will be elected for 12 month terms commencing on March 1, 1975.

The Alma Mater Society serves and represents all undergraduate students at the University of Victoria. The A.M.S. does this in many different ways such as:

(1(operating a building for student use;
(2) providing a cafeteria and a pub
(3) running dances and concerts;
(4) sponsoring a speaker's programme (this year: Mandrake the Magician, Harold Cardinal, Jack Horner, a 4-party debate, Mordecai Richler, Anthony Burgess.)
(5) financing the Martlet and the telephone directory;
(6) helping to finance and organize the athletics programme on campus;
(7) financing approximately 50 different clubs run by and for students;
(8) assisting other student organizations such as the Education Undergraduate Society, Residence Councils, Anthropology Course Union, History Course Union, and others;
(9) running an annual Foreign Student Exchange Programme.
(10) operating Cinecenta.

In addition to the above, which I consider to be the visible aspect of the A.M.S., the Alma Mater Society fulfills another role which I feel is more important: that of representing students and student interests, both individual and corporate, to the faculty and administration of the University. This is the intangible part of the responsibilities of the A.M.S. and the Representative Assembly. By selecting student representatives to University committees (a total of about 30 committees, 50 representatives), by submitting briefs and reports, by having an Academic Affairs Review Committtte and by operating within the daily pattern of meetings, letters and memos the A.M.S. is fighting to ensure that the student is never forgotten or lost in the shuffle.

To do all this takes time, energy, dedication and, quite often, a thick skin. We need to have 22 council members who have the desire and ability to carry out their tasks in a concerned and responsible manner. More importantly, every A.M.S. member (i.e. every undergraduate student) should make an effort to vote. If you are concerned about the calibre and direction of your education then make sure that you have a voice in how your educational interests are represented.

The Alma Mater Society is fulfilling an important function: give it the support which it has earned and deserves. If you have any questions please feel free to come and talk with me or any other member of Council. Cheers!!!

Kirk Patterson
President - A.M.S.

Attention Arts & Sciences Students

THE FACULTY OF ARTS AND SCIENCE IS CONSIDERING THE DESIREABILITY OF REINSTITUTING THE LANGUAGE REQUIREMENT FOR THE B.A. DEGREE. THIS MEANS THAT, FOR A STUDENT WORKING TOWARDS A B.A., STANDING IN A LANGUAGE MUST BE OBTAINED PRIOR TO GRADUATION. 'STANDING IN A LANGUAGE' WILL LIKELY BE DEFINED AS SATISFACTORY STANDING IN AT LEAST SIX UNITS OF A LANGUAGE OTHER THAN ENGLISH.
BEFORE A DECISION IS REACHED ON THIS MATTER STUDENT INPUT IS DESIRED. IF YOU WISH TO EXPRESS AN OPINION ON THIS MATTER THEN PLEASE SUBMIT, AS SOON AS POSSIBLE, YOUR WRITTEN COMMENTS TO DR. MICKLEWRIGHT IN THE GEOGRAPHY DEPARTMENT (CORNETT BUILDING) OR TO KIRK PATTERSON IN THE SUB.
THIS IS AN ISSUE THAT WILL DEFINITELY EFFECT PRESENT AND FUTURE B.A. STUDENTS. MAKE SURE THAT YOUR OPINION IS CONSIDERED **BEFORE** A FINAL DECISION IS MADE ON THIS MATTER!

S.U.B. Hours of Operation

Building:

Monday, Wednesday, Friday	8:00 am-12:30 am
Tuesday, Thursday	8:00 am-10:00 pm
Saturday	10:00 am-12:30 am
Sunday	11:00 am-5:00 pm

Cafeteria:

Tuesday, Thursday	8:30 am-10:00 pm
Monday, Wednesday, Friday	8:30 am-6:30 pm
note--limited service after 6:30 on PUB nights	
Sunday	11:00 am-5:00 pm

Games Room:

Monday, Wednesday	8:30 am-12:00 am
Tuesday, Thursday	8:30 am-10:00 pm
Friday	8:30 am-7:00 pm
Saturday	8:30 am-8:00 pm

SUB PUB:

Monday, Wednesday	4:30 pm-12:30 am
Friday	4:30 pm-1:00 am
Saturday	9:00 pm-1:00 am

The facilities in the SUB may be booked for meetings or events through the secretary in the General Office.

In order to make better use of our facilities we are operating a Saturday Night Sub Pub in the Upper Lounge. This Pub is being run on a low key basis, somewhat like a coffee house with beer. Soft jazz and folk music will be provided so that the atmosphere will be conducive to pleasant conversation. Admittance is limited to 200 people and tickets should be purchased from the SUB General Office in advance. (If any tickets are left they may be sold at the door). Bottoms Up!!!

Clayton Shold
Campus Development

ELECTIONS

Elections will be held on Feb. 10, 1975 to fill the following positions:

- President
- Vice-President
- Treasurer
- Communications Director
- Clubs Director
- Campus Development Co-ordinator
- Athletics Chairman
- Academic Affairs Chairman
- Activities Co-ordinator
- Publications Dir.
- Chief Electoral Officer
- Eleven Students Representatives (elected at large)

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Following are the duties of each of the above positions as defined in the A.M.S. Constitution

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The President Shall:
(a) Preside at general meetings of the Society;
(b) Act as official spokesman for the Society;
(c) Serve as Chairman of the Committee on Committees for the Society;
(d) Act, in the absence of a specifically designated person, as the official liaison person between the Society and any other organization;
(e) Be responsible for recommending to the Representative Assembly the establishment or amendment of committees or advisory boards;
(f) Perform all other duties of a President as outlined in Robert's Rules of Order, latest edition;

The Vice-President shall:
(a) Assume all responsibilities of the President in the absence of the President;
(b) Assist the President in his or her duties;
(c) Be resposible for maintaining an up-to-date Society policy file
(d) Assume all other duties and responsibilities that may be allocated to the Vice-President by the Representative Assembly;
(e) Be the official liaison person between the Society and non-Society committees upon which there are student representatives.

The Treasurer shall:
(a) Act as Chairman of the Finance Committee;
(b) Prepare and present to the Representative Assembly a statement of the financial affairs of the Society during his term of office;
(c) Be empowered to request a full financial report from subsidiary organizations of the Society;
(d) Be responsible to the Representative Assembly for all vouchers, requisitions, petty cash payments and purchase orders issued in the name of the Society;
(e) Be the liaison person between the Representative Assembly and the General Manager of the Society.

The Communications Director shall:
(a) Be responsible for the recording of the minutes of the Representative Assembly and for the distribution of appropriate minutes and documents to the Speaker and members of the Representative Assembly;
(b) Be responsible for the operation and maintenance of posting areas within the jurisdiction of the Society;
(c) Be responsible for the Society's public information services, poster making operation and other matters relating to public communication not dealt with elsewhere in these By-Laws;
(d) Be responsible for ensuring that proper avenues of communication amongst and between the undergraduate students, the Society and other segments of the University of Victoria are available and operational;
(e) Prepare, with the co-operation of the Speaker, an agenda and appropriate documentation for all meetings of the Representative Assembly;
(f) Have the power to co-ordinate the establishment and operation of a Society-sponsored or partially Society-sponsored radio station.

The Academic Affairs Chairman Shall:
(a) Be responsible for the initiation and co-ordination of Society programmes of an academic nature;
(b) Be responsible for the administration of any form of a Society-sponsored course and-or professor evaluation;
(c) Be responsible for representing the Society to the University of Victoria concerning any form of a University-sponsored course and-or professor evaluation.

The Activities Co-ordinator shall:
(a) Act as Chairman of the Activities Council;
(b) Be responsible, through the Activities Council and to the Representative Assembly, for the initiation, co-ordination and booking of all major Society-sponsored events not of an academic nature.

The Campus Development Chairman shall:
(a) Officially represent the Alma Mater Society in all matters concerning the Student Union Building and the physical development of the University of Victoria campus;
(b) Serve as Chairman of the Student Union Building Management Board;
(c) Officially represent the Alma Mater Society in all matters concerning University of Victoria residences and on-campus accomodation;
(d) Represent the Alma Mater Society on Joint Residence Council, or such other body as may replace it, in the future, for such time as the Constitution of that body requires a representative from the Society.

The Publications Director shall:
(a) Serve as the liaison person between the Representative Assembly and all members of the Martlet staff and other persons involved in the production of Society-sponsored printed material;
(b) Be responsible for co-ordinating the production of the Society-sponsored University of Victoria telephone directory;
(c) Be responsible to the Representative Assembly for the production of all Society-sponsored printed material produced on a regular basis.

The Clubs Director shall:
(a) Be responsible, through Clubs Council, for overseeing the operation of all Society-sponsored clubs;
(b) Be empowered to request a full financial statement from Society-sponsored clubs;
(c) Be responsible to the Representative Assembly for all equipment and supplies purchased by the Society for use by Society sponsored clubs.

The Athletics Chairman shall:
(a) Be responsible for co-ordinating the organization of any Society-sponsored or partially-sponsored intramural athletics programme;
(b) Be responsible for co-ordinating the organization of an annual athletics award ceremony;
(c) Be the prime Society representative on the governing bodies for the University of Victoria's athletics programme.

The Chief Electoral Officer shall:
(a) Be responsible for the complete operation of all Society elections, by-elections and referendums in accordance with the Election Policy Guideline (By-Law Four, Section 7);
(b) Maintain an up-to-date list of the names and local addresses of Representative Assembly members;
(c) Officially represent the Society to the University of Victoria in all matters relating to the election of members of the Society to the Board of Governors and Senate of the University of Victoria.

The Student Representatives of the Representative Assembly shall:
(a) Deliberate and legislate all policies of the Society in accordance with the aims and objectives as outlined in Article Two of the Constitution of the Society;
(b) Be available for service on standing and special committees of the Representative Assembly and such other University bodies as may require representatives from the Society;
(c) Promote the fullest possible communication between the Representative Assembly and the members of the Society and ensure that the views of all students can be brought before the Representative Assembly for consideration;
(d) Give such assistance to the administrative officers as may from time to time be required.

Grad Class Valedictorian

Election for Grad Class Valedictorian will be held on February 10, 1975

Nomination forms available in S.U.B.

Nominations open until Jan. 31

A.M.S. Fee Increase

On February 10, in conjunction with the A.M.S. elections, you will be asked whether or not you favour raising the A.M.S. fees to $42.00. We believe that such a fee increase is necessary if we are to effectively serve and represent students. In the days and weeks to come we will be presenting our reasons for requesting a fee increase. Please consider all aspects of this question and make sure that you vote on February 10, 1975.

What do you know about the UVic Alumni Association?

WHAT IS THE UVIC ALUMNI ASSOCIATION?
All graduates of the University and members of Convocation are members. At last count, there were over 7000 scattered throughout the world. People who went to Victoria College and Victoria Normal School are associate members.

WHY IS THERE AN ALUMNI ASSOCIATION?
Originally, the Association was formed by a group of people who had attended Victoria College. As the College became a University, the composition of the membership also changed. The original purpose remains to promote the well-being of the University of Victoria. In lean years, the University needed friends and still does.

WHERE IS THE ASSOCIATION?
The offices of the Association are in Building M on the University of Victoria campus just off McKenzie Road. It is in the same building as the Accounting Office and the Registrar. Mailing address is Alumni Association, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2.

WHO RUNS THE ASSOCIATION?
The Association is governed by an Alumni Executive of 12 members plus representatives of the Faculty, A MS and Senate. The Association's policies and programmes are developed by the Executive and carried out by the staff under the supervision of the Executive.

HOW IS THE ASSOCIATION FUNDED? The Association's operation is supported by an annual grant from the University. The Association's programmes, publications, University and community services are supported by an annual fund drive.

WHAT DOES THE ASSOCIATION DO FOR THE UNIVERSITY?
The Association raises funds from Alumni and other friends of the University of Victoria to help the University and the students in various ways. This year it has supported the Biology Research vessel with $3,500; given four $500 scholarships; provided $2,500 for the Student Loan Fund particularly for mature students; and $2,000 to the Library for the University's Archives. The Association has begun work on two new programmes for students on campus.

WHAT DOES THE ASSOCIATION DO FOR THE ALUMNI?
The Association tries to keep Alumni informed about new developments at the University, mainly through the *Quarterly*. Alumni have special privileges such as continued access to the Library as an in-person extramural borrower and admittance to the S.U.B. Pub. Alumni may obtain an Alumni identification card from the office upon payment of $5.00. In future, the Alumni will be able to use the new athletic facilities on a fee basis. There are "Alumni Tables" in the S.U.B. Pub. The Association organizes social events for graduates to renew ties with the University and former classmates.

HOW DO I JOIN THE ALUMNI ASSOCIATION?
Membership is automatic for graduates of the University. People who attended Victoria College and the Normal School, and who have not had Alumni contact - please phone the office.

HOW DO I BECOME INVOLVED?
The UVic Alumni Association is only as strong and active as its members. The Association welcomes participation by Alumni. For further information write: Programme Director, University of Victoria, Alumni Association, P.O. Box 1700, Victoria, B.C. V8W 2Y2. Phone: 477-6911, local 588 or 859.

photo by jay ackeson - reflections

Martlet Interview: Howard Petch

Communication is the Keynote

Martlet interview by Frieda Lockhart

Martlet: Have you had any contact with the Canadian Association of University Teachers over their censure of UVic?

Petch: Charles Tolman, the President of the Faculty Association and I met with the executive officers of CAUT in Ottawa recently, and then we had another meeting here on campus. I'm very hopeful that we will reach a settlement, but the earliest anything can be done is May. CAUT holds its annual council meeting then and I'm hoping that we can present them with a formula that they can approve.

Martlet: Have you agreed on any specific conditions?

Petch: What I would like to see is some sort of financial compensation for the individual faculty members who were involved in the dispute.

Martlet: You believe then, that the university was at fault in denying them tenure?

Petch: No, I don't see any admission of wrong-doing on the part of the university for several reasons. There are a lot of unique things about an academic position that can't be parallelled in other professions. One is the long probationary period—this can last up to five years. Again, there are relatively few universities in Canada. A faculty member is not like a businessman. If he loses his job he can't go across town and get another one. An additional factor to be considered is that most universities only hire staff at one particular time each year. There's real hardship involved if a person loses his job during the wrong period. That is what I want to pay compensation for - but it is definately not an admission of guilt on UVic's part.

Martlet: I understand that you are planning a major revision of the public relations work on this campus, including the publication of another newspaper. What exactly are you going to do?

Petch: This is all in the planning stage, no definite decisions have been reached.

I feel that there is inadequate information getting out. I have to find some way to improve communication around here, we need some loosening up.

If we go ahead with a newspaper, it will incorporate **Around the Ring** and **The University Gazette**. These publications do a good job but they are more PR than information orientated. I wouldn't see this as a 'company' paper; I hope everyone at the university will read it. Basically I want to get some accurate news reporting from UVic.

Student newspapers serve their own objectives. As they are financed by the students they don't see the need to serve the rest of the community. I'm sure that the **Martlet** would put down another campus paper but I'm hopeful that it will lead to some rivalry. That usually means better reporting.

Martlet: One of the major problems in the past has been the lack of communication from top university administration personnel. They seem incapable of giving a firm answer to even the most obvious questions.

Petch: Much of that is just administrative style. One thing that is changing around here is the atmosphere. I hope that the administrators at UVic will gain confidence and realize that they are free to talk with certain limitations of course. For example some items concerning individuals must remain confidential in case this hurts their careers.

Martlet: Part of an open university is the availability to everyone of the decision making process. Would you favour open meetings of the Board of Governors?

Petch: That decision is not up to me but I can see no reason why 90 per cent of the meetings should not be public. I hope that a change in the bylaws will make this possible. There's a good practical reason why the Board should open their meetings. My experience in the past has been that when there are student-faculty representatives on the Board they usually do not see any reason for keeping entirely routine matters confidential. Also, people get suspicious when they don't know what's going on. It's better when they are allowed to come to the meetings and see for themselves just how boring most of the work really is. I've found that within a year of making meetings public nearly all resentment that existed against the Board vanishes.

Martlet: Are you planning any major administrative changes?

Petch: Yes, I suppose that you could call them major. This is entirely speculative but the Senate will have to decide what is going to happen to the departments of Nursing, Social Work and the Child Care Program. They may decide to create a new faculty for them. A decision will also have to be made about the School of Public Administration. Right now it doesn't really belong anywhere.

Martlet: You don't plan on creating a Dean of Student Affairs then?

Petch: I'm very much against any such position. It implies an interference in student life and I'm quite sure that no student would put up with it. Besides, I simply won't allow an intermediary between the students and myself. I want them to talk to me personally. Now a Dean of Student Services is another matter. Administratively it could lead to better cooperation between such divisions as housing, the counselling service and manpower etc., if they all reported to the same person. I'm having a report prepared for me now on this but I'm not entirely convinced that it is the best approach to the problem.

Martlet: Are you planning to make yourself readily available to students?

Petch: I hope to. This is one of my major concerns. A few years back during my time at Waterloo, I held a session once a week with the students that I called 'Petch Peeves.' I could do it again if anyone thinks that it would help.

Martlet: Are you planning on doing any teaching here?

Petch: I would like to. The Physics Department is offering a course that I'm very interested in. But if it means that my only student contact will be with the thirty or forty people in the class then I won't even consider it.

Martlet: There have been some very serious complaints recently about the teaching standards and effectiveness of the Faculty of Education. Have you discussed this with Dr. Pederson?

Petch: I've had several serious discussions with him on the matter, in fact I've probably seen him more than any other Dean. He's very concerned and is trying his best to improve the situation. But instituting change at a university is never easy. Dr. Pederson needs the help of his students in finding a solution to the problem. Lately he has been put on the defensive which hasn't helped much. I'm very impressed with him though.

Martlet: What do you think of the Universities Act?

Petch: Not much. It's creating a lot of problems for this university.

cont'd from 3

A thousand years ago, the average man in Western Europe had a life expectancy of 27 to 29 years. American college students...often are dependent on parents or government subsidy while seeking advanced degrees until they reach an equally advanced age.

It is disturbing to see so many people spending their lives in the acquisition of something which will be used to gain money and social position. There seem to be many more worthwhile uses for education than these in 1974. Don Juan says something quite relevant to this: "A warrior does permit himself to bow his head to someone or something else; at the same time, he does not permit others to bow their head to him."

I would like to add one other comment by Shane, because I like the way he expresses it:

Instead of trying to guide everyone to a 4-year degree, we should strive to end the ethic and psychological lock-ins that begin at birth; to move toward lifelong, open education in a society that is less degree and credential conscious - one in which persons are honored and respected for what they are rather than for the educational merit badges they have earned through submission to the present initiatory rites prerequisite to a baccalaureate.

The very existance of a special organization called "school" has certain implications all of its own. Knowledge (what one learns at school) and experience (what one does after school) become divorced. Much more emphasis is placed on secondhand knowledge gained through teachers, books and films than is placed on direct experiential learning. Learning does not become a continuing, life-long experience but is rather intentional and compartmentalized. Learning which takes place within an organizational setting becomes preferable because it carries value whereas personal learning and growth tend to take a secondary role. Institutions come to give validity to individual effort as well as settting the framework for human endeavour. Alienation of a person from his product starts in public school and continues through life.

The existance of schools, and their relationship to government creates some issues of its own. As I have already mentioned, the democratic, egalitarian ideals espoused by our political system and taught in its schools doesn't really seem to exist in practice. What message about politics could a student find in this? The message might be that government doesn't always tell the truth. A common rejoinder is "how can you fight it anyway? I might as well get my share of the spoils." This feeling comes, I believe from the attitude toward legitimate authority learned at school: after all, how can you beat the office when it has all the cards (or the Registrar's Office for that matter)?

This brings up the question of cultural versus private values. Political control of schools is accepted by administrators, teachers and students alike. No-one challenges the authority of the government to set standards and curricula. Again the organization of the school system, particularly the relationship between governments and schools, serves as a lesson to students. Just as students defer to teachers and staff, they see that staff and teachers defer to the Department of Education. This situation teaches students that they must (or should) defer to all forms of power, especially political power. It would seem that cultural value is held to be much more important than individual or private value. What you are told is true, is more important than what you think is true.

I think that a restructuring of school is necessary because of the hierarchical, product-centered nature of the institution. There seems to be an unwritten, and perhaps unwitting, alliance between government, industry and education (school), Illich alludes to this relationship in "After Deschooling, What?" and seems to feel that the answer to the problem lies in getting rid of the institution of school. I'm afraid I am not quite as trusting as Mr. Illich. There is a tremendous demand for certified knowledge which will not just die out if schools are disestablished. Who or what will fill that vaccuum? It would seem reasonable that industry-business would step in to fill the gap in some measure. Although I am not totally willing to accept the need for governmental control of education, I would rather see it that way than directly controlled by industry and business.

Personally, I would like to see education and learning completely dissociated from large institutional control. "Grass roots" control and basic experiential learning are fundamental to this change. My feelings are summarized by Judson Jerome when he says:

The social revolution that is already underway does, indeed, call for a deschooling of society, but it demands the replacement of schools with new learning contexts - humane, loving, supportive, and fully integrated with ongoing life. Old and young together, gardening, sewing, baking, repairing cars and rediscovering one another (and) their relation to the earth and fellow people.

This may seem like a rather idealistic goal. Perhaps it is. I do think, however, that elementary "school" as a product-centered bureaucracy might alleviate some of the basic social and psychological tensions which exist today. However, any deschooling plan must be accompanied by a change in fundamental economic attitudes toward education or the Orwellian 1984 may be closer than we believe. Marx in his analysis of capitalistic relations suggested that control of the means of production was the key to domination of the society. Might Marx if he were alive today to view one of our modern educational factories say the same thing?

Learning should be encouraged, but not controlled.

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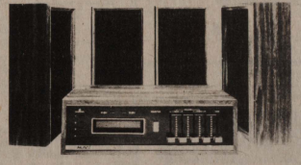

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Views and reviews

The Abdication

Reviewed by Patrick Wolfe

The Abdication, now showing at the Counting House Cinema 1, is a thematically rich film that deals with religion, psychology, politics, power, and love. The setting is the Vatican, December, 1655. Twenty-nine year old Christina, Queen of Sweden (Liv Ulmann), having renounced her throne, has come to Rome to convert to Catholicism. She expects to make her first confession to Pope Alexander VII, but the College of Cardinals has doubts about the sincerity of her conversion and it makes her undergo a ritual confession to another before having an audience with the Pope. Cardinal Azzolino (Peter Finch), who gets this task, must ascertain if publications like **The Pleasures and Depravities of Christina, Queen of Sweden** contain any truth. If they do, then Rome's victory in winning over the Protestant monarch would be reduced to an embarrassment, especially if the Vatican officially welcomed her.

The film concentrates on the meetings between Christina and Azzolino which gradually reveal the ex-Queen's troubled past and the origin of her slanderous title as "the harlot of the northern hemisphere." Through flashbacks we learn that her father, the warrior king Gustavus Adolphus, was killed when she was very young; that she hated her mother; and that as a young woman she was infatuated with Magus de la Gardie, a young nobleman, who told her she did not know how to love then married her dearest friend Ebba Sparre (who she is accused of having "unnatural love" with). The result of all this for Christina is some very basic sexual hang-ups. Her unmarried state worries her subjects. But she will not marry just because the people want her to. At one point she tells her No.advisor, Chancellor Oxenstierna: "I want to be loved."

The people love you," he assures her.

"Send them to my bedroom," she replies.

Another time, when she is deciding between England and France as an ally, England would be the logical choice, but she choses France because the French are better lovers. Finally, she decides to abdicate and convert to Catholicism. She plans to escape from her problems by hiding behind religion. One of the film's best scenes occurs when she meets with a priest in a darkened, upstairs room of a tavern to be assured of the joys of Catholicism while in the boisterous pub below drinking and carousing is going on.

Christina's confession of her problems to Azzolino is the first time she has spoken so openly of them to anyone in her life and as a result she falls in love with him. For the first time she wants to give herself to a man. She gives him a goblet with an engraving of The Rape of the Sabine Women on it! While he also falls in love with her, he does not fall victim to the fire within him. When she asks him how priests manage to stand celibacy, he says: "They devote themselves to good works and cold baths." His restraint is made somewhat easier for him by his ambition and his sense of duty to the church. Pope Alexander is dying and Azzolino is his likely successor. "There is a world out there that suddenly needs him," Christina says, "and I'm being asked to let him go. Is this the purpose of my life: to abdicate everything?"

The moral of the story, that institutional needs come before individual needs, has a rather modern ring to it. "You cannot love me and the church," Azzolino tells Christina. Earlier on when Christina was still Queen she rationalized that she could not be possess by love because she had been born to rule. (This also has a women's lib dimension to it insofar as Christina observes that kings can have sex then go off to battle and await the happy news of new off-spring while queens suffer the restriction of having to bear children themselves). After Christina gives up the Swedish throne, however, she becomes a rather anti-institutional individual. When Azzolino tells her that she has to consult the Council of Cardinals to validate her conversion, she defiantly responds by saying: "I've consulted my heart." When Azzolino tells her that she can't have both him and the church she tries to get him to leave the church. "I was born with God in me," she says. "I don't need the church to bring me to God." Unfortunately, however, her anti-institutionalism proves to be impotent.

The Abdication is a well-acted, well-scripted, and well-photographed film, but, despite its considerable content, it is something of a bore. It develops slowly and it only superficially deals with Christina's psychological problems. In this regard the printed page would probably be a more apt medium to tell Christina's story. What is more, the purity of the individual versus institution theme is compromised by Azzolino's sense of duty to the church. In the end he is an individual fulfilled by an institution while Christina is denied fulfillment by the same institution.

Hey, anybody wanna learn a new game? Here it is. It's called "mill."

It's a game for two and each player has nine pieces (flat-headed screws, pennies, incense cones, peyote buttons, whatevers). Just so there are two kinds to distinguish the two players.

The board is empty to start and each player takes turns placing his nine pieces on the black circles one at a time.

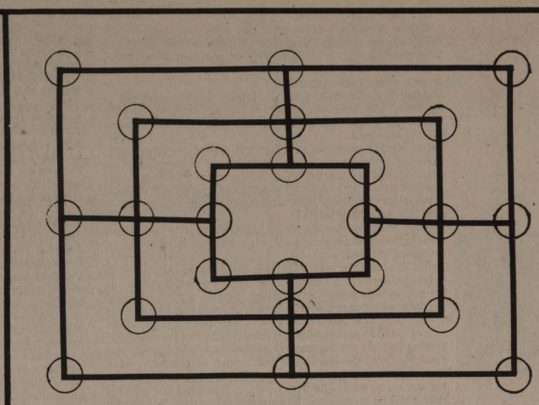
The object of the game is as yet unknown — no — not really. (Ha Ha fooled ya!) The object is to make a "mill" which is 3 pieces placed in a straight line, but not diagonally (follow the lines.) When a player succeeds in establishing a "mill", he is allowed to remove one of his opponent's pieces from the board. However, he may not remove any one of the 3 that constitute a mill that his opponent may have at the time.

After both players have placed their nine pieces on various circles on the board, they then take turns sliding any one of their pieces to an adjoining circle (only one circle per move), again seeking to establish a mill (3 in a straight line) in order that they may remove more of their opponent's pieces. You cannot make a new mill from an old one simply by moving one piece back and forth. There must be at least one new piece at the establishment of each mill, or at least two must be interchanged.

When each player gets down to his last 3 pieces, he is allowed, in turn, to move any one of his pieces to any circle on the board (don't have to follow lines or make one circle at a time.)

There are 2 ways of winning the game. One is by preventing your opponent from making a further move (by surrounding his pieces) or by removing 7 of his pieces thru the establishment of mills. When one player is down to two pieces, it's over. Try it!

—THE PASS CREEK PLAYTIME PEOPLE



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ATTENTION CHEMISTS!

Have you ever heard of Trent University?

If you haven't; well, Trent is a small but good university on a beautiful campus in a small city about 80 miles northeast of Toronto.

If you have, you've probably heard nice things about the rather personal attention Trent gives its undergraduates.

But have you ever considered doing graduate work at Trent? Perhaps you should. Why not drop a line to the Chemistry Chairman, Trent University, Peterborough, Ontario? Or phone him at (705) 748-1505. You'll probably be glad you did.

JV's win against Trinity

The Junior Viking Basketball team gained some measure of revenge by defeating Trinity Western College, in the first game in the new McKinnon Gymnasium, by a score of 68 to 63.

As was expected it was a close and exciting match. UVic led at the half 37-34. Trinity came back scrapping to a short-lived 47-45 lead.

The JV's reeled off eight straight points to gain a 53-45 edge but Trinity tied it up again at 53 all. From there it was a seesaw affair until Kelly Stinson of the JV's made a lay-up for what proved to be the winning margin at 64-63.

Frank Biehl then made a steal and a lay-up for the insurance bucket and Dave Speed later added two free throws.

Drew Thomson led the JV's with 16 points while Homer Hamm added 15.

Saturday the Vikings clipped Columbia Bible Institute 58-51. Halftime score was 35-24 for UVic. Speed was top scorer with 16 and Evan Jones chipped in 11 for the home team. UVic jumped out to an 18-10 lead and were never seriously threatened from there. Tuesday at 4:00 the JV's meet Simon Fraser here and on the weekend they take on Douglas College Friday and Saturday at 4:30.

Saturday night the Vikings a slight defensive lapse but held on to down Lethbridge 87-71. The Viks again had a good night from the field, shooting 54 per cent while extending their winning streak to 10 games. Mulcahy paced the Viks with 21 points, along with Duddridge's had8 points. Both Edmundson and Bert Zethof contributed 10 points each to the potent Vikings' attack. Zethof also turned in a superlative effort on defense. Darin hauled down 13 rebounds in leading the Viks in that department.

The Vikings are out to avenge their season's opening losses to Alberta Golden Bears when they play host at the McKinnon Building this weekend. Game time is 8:30 p.m. both Friday and Saturday.

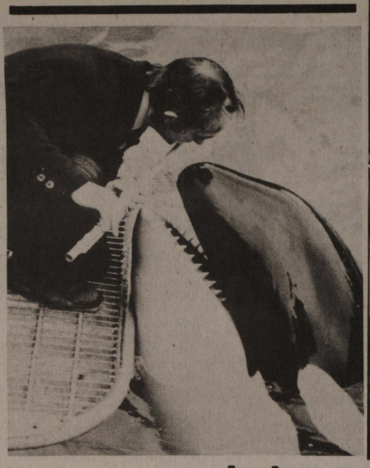
Volleyball

The Viking Volleyball team laboured last weekend to one of the top volleyball tournaments in Canada, the Calgary International Invitational.

On Friday in the Round Robin play, the Vikings lost two out of three close matches. This knocked the team out of the Championship Round. In the consolation round the team played exceptionally well, beating University of Lethbridge and Calgary, Alberta Winter Games team, and Edmonton Pheonix. This placed the Vikings in first place of the Consolation Round.

In the finals on Sunday, the UVic team was to meet the Winter Games team which they beat on Saturday 15-5 and 15-9, but on Sunday it was a much different match. It was the best 3 out of 5 and went all 5 games. The Vikings played as hard as they could, but lost.

The Coach was very pleased the the play of all the players and is looking forward to the Canada West tournament on Jan. 31 and Feb. 1st.



"Pygmy whale"

The pygmy whale still exists.

Uninformed ecologists will be happy to her this, but informed ecologists aren't happy about it at all. The fact is, the pygmy whale is a name coined by the Japanese whaling fleet so that they can capture and kill immature blue-whales, thus bringing the species to a quicker extinction.

If you are at all interested in saving one of the world's most beautiful and graceful creatures the Greenpeace Whale Show will be of interest to you. The Whale Show is a blend of ecology, economics, politics, and some of the finest visual experiences ever to be presented.

The purpose of the show is two-fold, to interest the public in the attempt by Greenpeace to cease the useless slaughter of our aquatic kinfolk, and to raise money for taking the show elsewhere. Proceeds from last year's show sent the show to Japan, to inform the public there of the ecological impact of their nation's whaling attitudes.

Paul Spong is enthusiastic about the success of his show in influencing the opinions of the public, 'When we left Japan,' he said, 'we left behind a group of people who are a committed to saving whales as we are.'

The show goes on at the McPherson at 2:00 and at 8:00 pm on January 26th. Get something for your money and give something as well.

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SOUTHERN COMFORT

Vikings still winning

By Tom Watkinson

UVic Vikings stretched their winning streak to 10 games in the Canada West University Athletic Association Men's league with two impressive victories over the Lethbridge Pronghorns at the McKinnon Building over the weekend.

On Friday, the Viks bombed The Visitors 93-54 and Saturday topped them 87-71 in maintaining their grip on first place with a 10 win - 2 loss record.

Friday night the Vikings shot 59 per cent from the field, putting on their best shooting performance of the season. Jim Duddridge paced the squad with 24 points. Lorne Dakin and Dave Mulcahy collected 18 points apiece, many easy lay-ins from fine passing plays.

Rob Parris put on a fine display of ball handling wizardry in collecting 11 assists, setting up many baskets with beautiful passes.

Mulcahy also gathered in 11 rebounds, along with teammate Pard Hogeweide who pulled down 8 rebounds.

Friday night also marked the return of Lee Edmundson to action. Edmundson potted 11 points, shooting 5 of 7 from the field. Doug Mosher converted all four of his field goal attempts in finishing with 8 points.

Employment Opportunities

Full-time Program Coordinators

These are permanent staff positions in which the incumbents will act as year-round consultants to three hundred Red Cross Water Safety programs in B.C. and the Yukon; organize and conduct leadership training schools and clinics; supervise special programs.
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One position is available immediately. The second position is available May 1, 1975, (pending grant approval).

Summer - Area Consultant

Several vacancies exist from May 1, 1975 to August 31, 1975.
The Area Consultant is a Red Cross-Royal Life Saving Society Instructor and Evaluator of broad aquatic experience. This individual has proven leadership qualities, is independent, and is able to work without supervision. Responsibilities include supervising approximately 30 water safety programs, conducting instructor clinics, and effecting public education programs.
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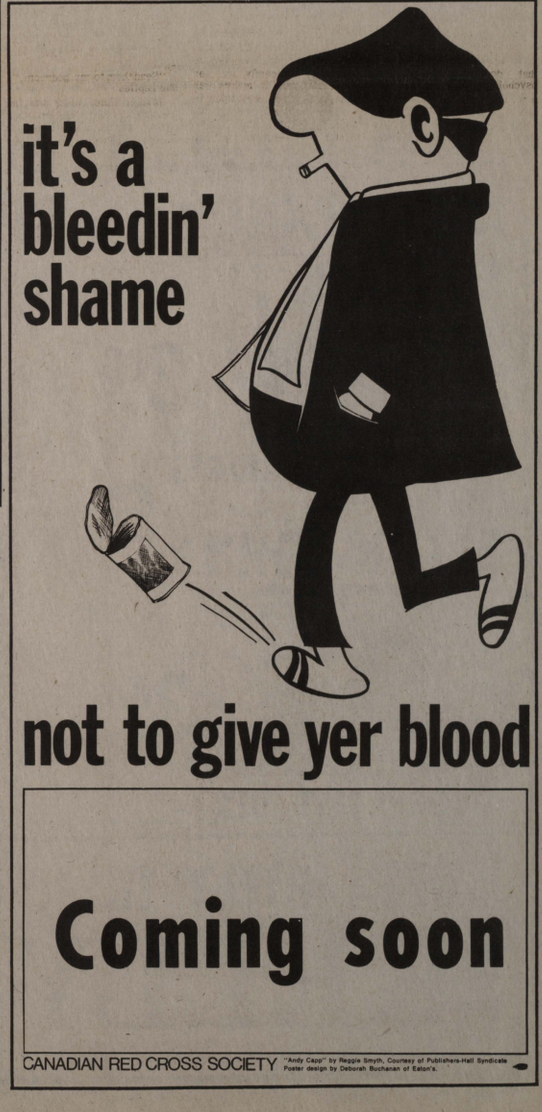
Applications will be accepted until February 14, 1975.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"Andy Capp" by Reggie Smyth, Courtesy of Publishers-Hall Syndicate
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The Coming Scene

To place a notice in the Coming Scene, simply type it out and send it to the Martlet care of the SUB University of Victoria or drop it off at the Martlet mail box in front of the general office in the Sub or at the Martlet offices also in the SUB. Please write Coming Scene at the top of the page. The deadline for the Coming Scene is Monday at noon.

thursday january 23

Open House at Open Space, 510 Fort Street. All sorts of exhibits, moving and static, all day long for free!

Cinecenta presents Costa-Gavras' *State of Seige*, starring Yves Montand, at 9:40 p.m. in Mac 144. Presented in conjunction with the Poli. Sci. Dept.

friday january 24

Come down to Duke's Jazz Club at 4558 Cordova Bay for some hand clapping and foot stomping to the *Dixieland Express*. $1.50 -$1.00 for members of the Victoria Jazz Society. Beer drinking, shouting and dancing will be tolerated. Starts at 9 p.m.

Dr. Brian R. Little, Department of Psychology, U.B.C., presents a colloquium on 'Specialization Loop In Students, Scientists and Schizophrenics' in Cor 108 at 3.30 p.m. Students, scientists and members of the press welcome.

Eaton's holds management trainee interviews today. For information and to make appointments contact Canada Manpower Centre, Building V.

The Ars Nova ensemble, featuring chamber music from the Baroque to the present, performs at Open Space at 8 p.m.

Cincenta presents two moldy oldies - Mae West strutting through *She Done Him Wrong* and W.C. Fields in *It's a Gift*. A great double bill for only a dollar. In Mac 144 at 7 and 9.30 p.m.

saturday january 25

The Pied Pumkin String Ensemble, featuring a unique bland of traditional and original fiddle and string tunes, will play at Open Space at 8.30 p.m. It's part of the B.C. Winter Festival...$2.00.

Cincenta present *Lady Sings The Blues*, starring Diana Ross as Billie Holliday, at 7.00 and 9.30 p.m. in Mac 144.

sunday january 26

Poems by Patrick White at Open Space, 2.30 p.m. It's free.

Cincenta films: at 7.30 p.m., Alfred Hitchcock's *Sabotage* and at 9 p.m., Paul Almond's *Isabel*, presented in conjunction with the English department. Each film one dollar.

A tom Northcott pillow concert - in the Commons Block, 9 p.m. Two bucks for students, $ 3.00 for their guests.

monday january 27

Dr. L. Vangaard of the University of Copenhagen, lectures on 'Physiological reactions of man to cold'. Cun 1018 at 4 pm

tuesday january 28

On-campus interviews by Delotte, Haskins and Sells, chartered accountants. For information and appointments contact Canada Manpower on campus, Hut V.

Fight back! Come to the next meeting of the MORNING STAR COLLECTIVE. Feminists, dirty hippies, pinkos and mad bombers will be welcomed with open arms! In Clubs Room A in the SUB at 12.30 p.m. Phone Doug at 592-3294 for further info.

The UVic Italian Club meets from 7.30 to 9.00 p.m. in Commons 208 (the Gold Room).

wednesday january 29

The University Orchestra, conducted by George Corwin, plays in Mac 144 at 8 p.m.

thursday january 30

Classical Association of Vancouver Island meeting at 8 p.m. in Cor 108. Dr. John B. Ward-Perkins, the English world's leading Roman archaeologist, will speak on 'Taste, tradition and technology: the formation of Roman architecture. Architects and others are most welcome.

Announcement

Manpower and Immigration minister Robert Andras recently announced that the Opportunities for Youth program will be available again in the summer of 1975. University students will be able to earn $110. per week on projects that they design, plan and administer. Application forms and information booklets are available at the Campus Manpower Centre as well as the Manpower Centre at 1415 Vancouver Street. The deadline for applications this year is February 21. Further information is available from the local O.F.Y. office, no.311-31 Bastion Square, phone 388-3136.

Three Lines Free

WANT TO BE A BOSS!! Earn $75 a week and take all the abuse you want (or need). Become a college newspaper editor in a quaint West Coast community. See Del Laronde in the S.U.B. before Jan 30, 7:00 P.M.

Near new Takomanie 12 string, set up, $125.00 phone DAVID 384-6734

Free to Good Home. Female puppy. Cross Maltese and Pomeranian. 595-7190

Do you have a playpen, walker, or highchair for sale? Phone Doris: 598-7639, evenings.

for sale Girls new scuba suit. Fit approx. size 10 or 12. Height 5 ft. 6. Also 16lb. Weight belt - 140$. Phone Michelle - 382-9590 after 6:30 p.m.

Hansard office requires part-time or full-time transcribers for spring legislative session, February to April 40 wpm. $4.50 per hour. Call Maurice Chazotts, 387-3681.

For Sale - HEAD skis (200 c.m.). LOOK-NEVADA bindings. LANGE SKI BOOTS. Men's size 9-9½. Best offer - contact Allan Hneeda, D.T. Hall, 477-6981.

Found: a silver crucifix near the MacLaurin Building, in early December. For whereabouts, contact Rocco Catalano Room 311, Block F, Lansdowne Residence.

Roommate desperately needed for third year student. Apply no.409 866 Craigflower Road. No furniture required. Brian Hudson 702850

Wanted: One male officer candidate for the Naval Reserve, Phone H.CS Malahat 388-2241

Wanted: A straight answer to: Who was that masked man? After I get that I will sell a 1967 Chevelle SS 396 cheap to any offer over $1700. Phone 385-9190. Ask for Boots.

For sale: Swimming card for the YMCA (7 times, $5 - can't go there anymore as I live on Cordova Bay Road. no transportation..!) and tickets for the next concerts of the Victoria Symphony, (alternating Monday nights 8.30 p.m.) starting Jan. 13 til April. (My choir rehearsals are on Monday nights...) Phone Renale Herbeiger 658-8172 after 5 pm.

For Sale - Rudolf upright piano. Nice shape. $700. or best offer. 383-6828

I'm a piano-student and desperately looking for a piano (used) to buy - under 300$. Call Renale Herbeiger 658-8172 (Cordova Bay Rd.) after 5 p.m.

Peaceful couple with cat want roomate - single, vegetarian and regualr meditator (T.M.) Duplex in James Bay. Room only - no board. $80. per month including utilities and phone. Terry or Tim at 386-9798.

1971 BSA ROCKET 3, 750 CC Excellent condition, with windshield. ONLY $1,000. 385-6925. For Sale.

Wanted: A pair of not too expensive skis, without the bindings. About 170 or 180 in length. Phone 388-6134, ask for Carol.

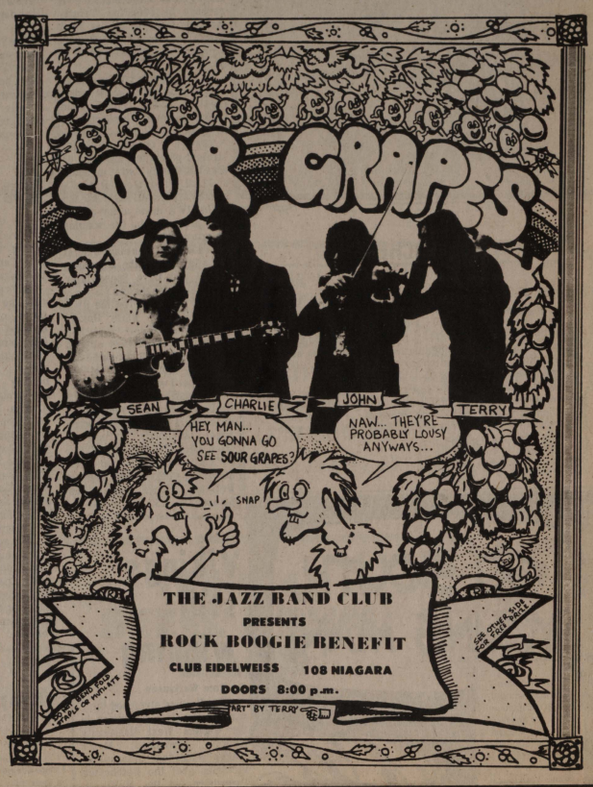
Furnished house to share in Sydney. Prefer people in mid-20s or older. 656-4267 after 6 p.m.

ACADEMIC AFFAIRS PRESENTS
FREE LECTURE BY AUTHOR AND VANCOUVER SUN COLUMNIST

Bob Hunter

coordinator of Greenpeace anti - nuclear protest and leader in project Jonah to save the whale

Mac 144 Thursday January 30 1:30 - 2:30



KELLY'S STEREO MART

JOHN LENNON

3.88

WALLS & BRIDGES

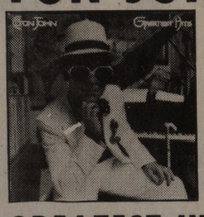
RINGO STARR

3.88

GOODNIGHT VIENNA

Capitol

ELTON JOHN



3.88

GREATEST HITS

GEORGE HARRISON

3.88

DARK HORSE

THIS WEEKEND ONLY

STUDENTS PRESENTING STUDENT'S CARD WILL RECEIVE AN ADDITIONAL 10% OFF THE PRICE OF ANY STEREO PACKAGE (WHICH ARE ALREADY SUBSTANTIALLY REDUCED) ALSO 10% OFF ANY RECORD PURCHASE OVER $15.00 (STUDENTS ONLY PLEASE!)

OPEN NITELY TIL 10 P.M. OPEN SUNDAYS NOON- 5 P.M.

KELLY'S 648 YATES